

Washington State Board of Education
Regular Meeting
Puget Sound ESD
Renton, Washington

MINUTES

Wednesday, March 26, 2008

Members Present: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Steve Dal Porto, Mr. Steve Floyd, Ms. Linda W. Lamb, Mr. Jeff Vincent, Dr. Sheila Fox, Mr. Jack Schuster, Dr. Kris Mayer, Ms. Amy Bragdon, Dr. Terry Bergeson, Ms. Phyllis Bunker Frank, Ms. Lorilyn Roller

Members Absent: Dr. Bernal Baca (excused), Mr. Eric Liu (excused), Mr. Zac Kinman (excused)

Staff Present: Ms. Edie Harding, Dr. Evelyn Hawkins, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Brad Burnham, Ms. Ashley Harris

Meeting was called to order at 9:10 a.m. by Chair Ryan.

Ms. Janice Watson, Deputy Superintendent welcomed the Board to the PSESD.

Announcements

- Chair Ryan commended the Board staff for their work.
- The agenda was reviewed as presented.
- The Executive Committee election process was explained and nominees were announced: Chair: Ms. Mary Jean Ryan; Vice Chair: Mr. Steve Floyd and Mr. Warren Smith; One-year Liaison: Ms. Amy Bragdon and Mr. Steve Floyd

Approval of January Board Minutes

MOTION was made to approve the January minutes

MOTION seconded

MOTION carried

Update on System Performance Accountability, with Focus on Accountability Index and Consultants' Work for Policy Barriers Study and State and Local Partnerships Applied Models

Dr. Kris Mayer, Board Lead
Dr. Evelyn Hawkins, Research Associate
Ms. Edie Harding, Executive Director

An accountability index was developed to allocate schools by tiers, to determine which schools will be recognized for extraordinary performance and which may need more assistance. Staff will ask for guidance from the Board, on policy issues for the accountability index.

The goal is to understand the accountability index and obtain definitive guidance on policy issues. The possible criteria to identify schools for recognition include sustained higher achievement, achievement despite challenges, and improvement in achievement.

The Accountability Index was guided by four principles:

- Simple and includes readily available data.
- Recognizes improvement.
- Uses multiple measures.
- Incorporates No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) and will accommodate future changes in AYP.

The components of the Accountability Index include:

Achievement Status – uses percent met standard combining grades and WASL content areas of reading, writing, math and science, and extended graduation rates. Staff recommends:

1. Include science WASL performance as well as the performance on the reading, writing, and math WASL.
2. Do not differentially weight the performance of low-income students.
3. Use the current single year WASL performance and graduation rate.

Improvement Status – uses WASL scores in reading, writing, math, and science.

Adequate Yearly Progress (AYP) Status – uses met or not met AYP and step of improvement. Staff considered using percent of cells meeting its target as well as steps of improvement.

Based on the Board's guidance, the next steps will include revising the accountability index, as well as working with the Office of Superintendent of Public Instruction (OSPI) staff, Board consultants, and other individuals to refine the details of the accountability index, tier assignment system awards, and types of assistance. Future considerations include:

- Accommodate changes in graduation requirement from the math WASL to end-of-course exams in Algebra I, Geometry, and Integrated Math I and II.
- Accommodate changes in NCLB AYP accountability measures.
- Use individual student growth measures.
- Question of the penalty for the AYP status due to lack of achievement in different (cell(s)) versus having improved achievement in the prior cell(s) needed.

Next Steps for System Performance Accountability: Consultant Contracts

The tasks set forth from the legislature, in accordance with RCW 28A.305.130(4) are:

1. Adopt criteria to identify schools and districts which are successful, in need of assistance, or those where students persistently fail.
2. Identify schools and districts in which improvement measures and appropriate strategies are needed.
3. Determine when school districts should choose from a curricular and instructional materials menu.

A Request for Proposal (RFP) was advertised nationally, to address policy barriers to student achievement and state and local partnerships for low-performing schools. The Policy Barriers Study was awarded to Northwest Regional Education Laboratory (NWREL) and the State and Local Partnership Study was awarded to Mass Insight Education.

The Contractor timelines are as follows:

1. Examine state and local policy barriers for districts to improve student achievement:
 - Draft findings will be presented during the June 19th work session.
 - Final report will be presented at the July 23-24th Board meeting.
2. Develop a blueprint for working with the state's low-performing schools and districts:
 - Draft concepts will be presented during the June 19th work session.
 - Draft report will be presented at the July 23-24th Board meeting.
 - Final report will be presented at the September 24-25th Board meeting.

The study will be conducted through literature review, interviews with key policy stakeholders, and selected district case studies. Staff is recommending approval of these contracts. It was suggested that the previous “Opportunity to Learn” Board study (2004) be examined to inform the work.

School Calendar Change Part II

Ms. Phyllis Bunker Frank, Board Member

Ms. Frank gave an overview of Part I, presented at the November Board meeting, which focused on defining opportunity to learn and identifying the weakest link. Part II focuses on the results, rewards, and policy possibilities of a school calendar change. The result of the research is summarized as follows:

- All students experience learning losses when they do not engage in educational activities during the summer. Low-income students experience greater summer learning losses than their higher income peers.
- On average, students lose approximately 2.6 months of grade level equivalency in math computation skills.
- Summer learning loss contributes to the achievement gap in reading performance between lower and higher income students.
- Large numbers of students who qualify for federally subsidized meals do not have the same level of access to nutritious meals during the summer.
- The student’s body mass index increases from June through September.

Chair Ryan asked the Board to consider next steps on how to proceed with the information provided.

Update on Key Board Mathematics Tasks: Standards and Curriculum Review

Mr. Steve Floyd, Board Lead

Ms. Edie Harding, Executive Director

OSPI used the September 2007 State Board of Education adopted recommendations, to complete a revision of K-12 math standards by January 31, 2008, using the Dana Center to facilitate work on the revisions. Due to a short legislative timeline, an extension was granted to revise the January 31st version and create a February 29th version. The March 10th report, from Strategic Teaching, included the following findings:

- Washington State Standards are a vast improvement over standards that were in place last year.
- K-8 is close to excellent.
- More work is needed for grades 9-12.

Recommendations included:

- Conduct shortened exemplar review on OSPI February Standards similar to last year’s exemplar review.
- Do substantive edit of grades K-8 on language.
- Address language and core content by revising grades 9-12.

The 2008 legislative direction to the Board includes:

1. Hire a national consultant to analyze OSPI’s February math standards to conduct an exemplar review, recommend specific language and content changes, and present findings to the Board.
2. Review consultant work by May 15th, consult with the Math Panel and hold a public hearing. They will then direct modifications for implementation, if necessary.

The Board's next steps on math standards include:

- A Special Board meeting on April 18th to review Strategic Teaching's report on K-8 standards. Public comment will be taken and a decision will be made on whether we are ready for OSPI implementation and adoption of the standards.
- A Math Panel meeting May 1st at the Puget Sound ESD.
- A review of Strategic Teaching's report on Algebra I and Geometry standards, public comment, and a decision on whether we are ready for OSPI implementation and adoption of the standards at the May 14-15 Board meeting in Bellingham.
- A Math Panel meeting June 12th at the Puget Sound ESD.
- A review of Strategic Teaching's report on Algebra II standards, public comment, and a decision on whether we are ready for OSPI implementation and adoption of the standards scheduled for the July 23-24 Board meeting in Vancouver.

Public Comment

Wendy Rader-Konofalski

Washington Education Association (WEA)

The WEA is working to get a balanced perspective on the Barriers Study by assuring that a union representative is included in the district survey conversation. The public has been promised a series of open public meetings, scheduled from spring through summer to discuss this. However, the WEA is concerned that this has not happened and it would have been their opportunity to present input on the issue of accountability. The WEA wants to be on record that they do not support the Mass Insight contract; they had no input in the conversation around it, and prefer working with other state education stakeholders with an emphasis on local decision-making.

Penny Pfeister

Renton Education Association (REA)

The REA does not support adding another accountability system on top of NCLB because it will not improve student learning. They feel that it will take the heart and spirit away from education. We need to be responsive to the needs of the kids and teachers in the districts. Students are entitled to a better education. Ms. Pfeister stated that multiple measures are not in place in the accountability index, because the Board has basing everything on the "flawed" WASL test. She urged the Board not to micro-manage the school system. Barriers that need to be addressed are time, support, and resources for educators who are closest to the students. Currently we are not able to attract and retain teachers because of this. Ms. Pfeister urged the Board to visit schools and talk to principals and superintendents before making a decision on another layer of accountability.

Phyllis Silling

Renton Education Association

Ms. Silling expressed her concern at the kind of changes that are on the horizon for the state's teachers, principals, and superintendents. She asked how the Board can consider the WASL for the Accountability Index and pretend that it's a multiple measure assessment with the Index. It is not helping students learn or helping our teachers teach by layering another accountability system on what is currently in place. Ms. Silling indicated that there are no low-performing schools in the Renton School District, regardless of what the data says. She said that all of our teachers work as hard as they can under the circumstances they are given with not enough resources, time, or support. The ultimate question, from the REA is, "Why put another layer of accountability on what we already have and why diminish the already scarce resources"?

Patty Maxfield

Clover Park School District

Ms. Maxfield supports the third math credit but wants more flexibility than the Algebra II requirement. She is concerned about making a decision to go to a year round school calendar due to the huge changes necessary for families in regard to daycare and work schedules. Teachers spend a large amount of their time working on the accountability piece for NCLB and she is concerned about what will be gained, in terms of instruction, by layering another piece on to accountability?

Ted Thomas

Washington State School Districts Association (WSSDA)

Mr. Thomas thanked the Board for the opportunity to share accountability concerns along the way. The WSSDA is concerned about the complexity of what the Board is introducing with the AYP and urges them to be consistent. The Association is also concerned about including science in the achievement status and is asking the Board to focus on getting a system in place and then, if improvements are needed they can be looked at. They recommend holding off on science until supports are in place.

Don Nielsen

Former Seattle School Board Member

Washington State does not measure up well with other states or other countries. We're failing to educate our children adequately and are among the worst states in the nation for students attending college, yet among the highest educated adult population. Mr. Nielsen urged the Board to tighten up the policy on math and graduation requirements. It is critical that we not turn children out of high school ill-equipped to succeed in our society. Mr. Nielsen suggested looking at elimination or radical modification of certification laws. Currently there are 22 institutions, in the state of Washington, who give certifications. He encouraged the Board to be bold in its decisions to decide what we are going to do to educate our children.

Liv Finne

Washington Policy Center

Washington State should require our students to study a third year of math in high school. Students need more education in math in order to succeed in college and the work place. The school system has a shortage of math teachers and is unable to add additional math classes and the system does not have the money to implement a third year of math. We should innovate and reform teacher certification restrictions. There are currently 40% of high school math teachers who did not major in math. They must have subject matter competency in order to be effective math teachers. The Board should create an alternative certification process for individuals with subject matter competency in math and science. The Policy Center strongly supports the third year of math.

Lisa McFarlane

League of Education Voters (LEV)

The LEV cares about better outcomes for kids and strongly believes that reforms + resources = results. LEV has a deep interest in reform, to better align high school graduation with college entrance as a top priority. They strongly support the proposed math rule. Adding Algebra II, or its equivalent, as a graduation requirement for the class of 2013 is the right goal, but need to look at system issues to prepare for this goal.

Paul Muckerheide
Hazen High School

Mr. Muckerheide is currently teaching a class of 9th graders who did not pass the WASL. It is a challenge to ask these students to accomplish something they are not sure they can do, which causes them to act out. Our system puts these students in a situation where they feel like they're second class citizens. He questions what is gained when the system sets higher standards for these students, when they are already unable to do the work. Mr. Muckerheide encouraged the Board to take these students into account when making a decision on the third year of math.

Draft Rule Third Math High School Credit and Implementation

Mr. Steve Floyd, Board Lead
Ms. Edie Harding, Executive Director

The Board will be asked, during the business meeting, to give staff further direction on the draft rule for the third credit of math. The Board examined data after listening to public input and reviewing national and international studies, as well as other state high school requirements. They found that 39 states have, or will require, three credits of math and 14 states require Algebra II.

Effective for the class of 2013, all students are required to complete a third credit of math in Algebra II after taking Algebra I and Geometry. However, students can choose a Career and Technical course that aligns with Algebra II standards and some students may elect an alternative math credit that leads to a specific career goal identified in their High School and Beyond Plan. It was asked when the revisions to the state College math readiness test will be completed. That work is being developed as we are moving forward with our rule.

The Board will:

1. Review the draft rule and listen to public comment at the March and May 2008 Board meetings.
2. Examine implementation issues.
3. Review public comment, revise, and adopt the math rule at the July Board meeting. The rule will not be filed until after discussion at the May Board meeting.

Public Comment

Elliott Paul
Where's the Math

Mr. Paul presented Where's the Math recommendations for the draft math standards. Where's the Math encourages the Board to review the final report of the National Mathematics Advisory Panel and the report of the Task Group on Conceptual Knowledge and Skills, released on March 13, 2008. They urge the Board to align with the standards set forth by the National Mathematics Advisory Panel.

Sam Whiting
The Boeing Company

The Boeing Company strongly supports the third math credit as a first step toward bringing coherence to the K-12 and post-secondary systems. The Company believes that aligning our graduation requirements with college entrance requirements is critical to ensuring a qualified future workforce. All children need a rigorous and engaging education that is aligned with their next challenge, whether it is college or career. Increasing graduation requirements, overall, is

an important step to creating the world-class education system that Washington needs, to prepare our kids for their adult lives.

Kathie Ross

Enumclaw High School

Ms. Ross is concerned with the possible impact of implementing Algebra II as a required course but does not advocate Geometry as an elective. She believes that there are many courses that could take the place of Algebra II. If Algebra II goes in to effect, Ms. Ross asked the Board to streamline the alternatives because she feels it would be unfair to kids who don't have parents or guardians at home that would be available to support their child in alternative options to replace Algebra II.

Dave Wright

Tahoma High School

Algebra II is the middle of a five year sequence of math ending with Calculus. Not all kids get there but more kids are getting there. Algebra II is unique because it's the only class that blends all the groups. If the Board makes Algebra II a requirement for all kids there will be kids at different levels in the same class, which makes it very difficult for the teachers. Mr. Wright approves the three years of math for high school. However, he is concerned about the workload for counselors since their plate is already very full. If the third credit of math moves forward he feels there will be a need to hire more math teachers and they aren't easy to find.

Greta Bornemann

North Thurston School District

Ms. Bornemann commended the Board for giving consideration to the math issue indicating that during her days as a college instructor, she was frustrated with the lack of math skills students brought to their college classes. She believes that rigorous math is important for all students and three years of math should be required for all students. However, she does not believe that the requirement should be solely Algebra II. Other rigorous and relevant math options include discrete math or probability and statistics, which would develop the student's analytical thinking, problem solving, and math literacy. The state needs to provide a clear vision for how and what to teach students. Ms. Bornemann urged the Board to be patient, allow new standards to be implemented, and support teachers as they continue to improve math instruction and learning for all students.

Catherine Ahl

League of Women Voters

Ms. Ahl suggests removing the Culminating Project as a graduation requirement and does not support implementing Algebra II as the third credit of math requirement. She expressed her concern that kids who opt out of the Algebra II requirement will consider themselves as not successful and that's the wrong message to send to our children. She reminded the Board that the decisions they make affects everyone and urged them to be careful with their decision-making. She urged the Board to consider a Civics requirement to graduate.

Dave Fisher

College and Work Ready Agenda

The College and Work Ready Agenda supports the proposed math rule as drafted. However, he expressed the need to think about the students who don't have parents or guardians who will work with them on alternatives to Algebra II. Problem solving and analytical skills are critically important in many career choices. With the implementation of the third math credit for 2013, the Board has time to deal with the challenges ahead to implement the rule. The College and Work Ready Agenda urges the Board to take a balanced approach in the implementation of the third math credit.

Allison Matsumoto

Partnership for Learning

There are many stakeholders expressing the challenges of higher standards and Ms. Matsumoto believes they have valid concerns. There are always challenges in implementation of graduation requirements, but before 2013 we should focus on the quality of our math teachers. It's not so much about opening doors as it is about not closing them. We need to give students as many opportunities as possible.

Kristin Merlo

Washington Dental Service

Ms. Merlo supports the draft rule to include Algebra II as a requirement for high school graduation. She empathizes with those responsible for implementing the requirement over the next five years. However, she believes that raising the math requirement is in the best interest of the students of Washington State.

Kathleen Lopp

Washington Association for Career and Technical Education (WACTE)

Ms. Lopp thanked the Board for the improved version of the draft math rule. She suggested that the Board add to the rule others besides counselors can work with students and their parent or guardian.

Bob McMullen

Association of Washington State Principals (AWSP)

The principals, in Washington State, are supportive of the math standards. However, there is concern about the implementation of the standards, as well as the funds and time to accomplish what needs to be done. There is a lot of focus on course titles and the principals believe there should be more concern about competencies. The AWSP and state principals look forward to the opportunity of working with the Board to develop the rules.

James Kelly

Seattle Urban League

As a former A+ commissioner, Mr. Kelly understands the requirements around accountability and math. There have been years of discussion around these issues and he is concerned that it always comes down to waiting, which he believes, has always meant never. The system is still not ready to look at the black and brown students. The Board has a legislative mandate and a moral obligation to raise the bar and waiting is not an option. Accountability should be a 'shared responsibility' for the success of students. Don't delay, don't wait. Focus on the children.

Meaningful High School Diploma

Dr. Kathe Taylor, Policy Director

Mr. Warren Smith, Vice Chair (in Mr. Liu's absence)

The Board established July 2008 as its target for action on proposed graduation requirements. To meet the target, the Board will be asked to approve a draft credit framework that can be presented to stakeholders for feedback. The expected action for this framework includes:

1. Amend the credit frameworks, if needed.
2. Approve one or both draft credit framework options.
3. If both frameworks go forward – are they independent of each other or a package?
4. Clarify whether the third credit math option, to choose an alternative to Algebra II applies to both frameworks.
5. Approve a work session on April 22nd to consider policy questions associated with the High School and Beyond Plan, Culminating Project, competency-based credit, and essential skills.

The Draft Credit Frameworks were presented as follows:

1. **Core 24** enrolls all students in courses that will put them on a path to meet minimum entry requirements of all Washington public postsecondary institutions. If chosen, electives provide the opportunity to pursue career or academic interests. The advantage of this option is that it requires no specialized knowledge of college entry requirements - all students are automatically enrolled; it maximizes opportunities – students are prepared for two- and four-year college entry and workplace. The disadvantage is that it may raise expectations beyond what some students or systems are capable of or interested in.
2. **Core 24, Plan A** enrolls all students in courses that could put them on a path to meet minimum entry requirements for all Washington public, post secondary institutions. If chosen, directed electives in CTE, world language, and arts provide opportunities to pursue different pathways. The advantage of this option is that it provides more flexibility to pursue different educational or career interests. The disadvantage is that students may realize too late that the pathway they are on has not prepared them for their educational or career goals and relies more heavily on effective and timely career guidance.
3. **Core 24 Default, Core 24, Plan A** – Core 24 is the default set of requirements in which all students are enrolled with the stipulation that, under certain conditions, students could choose Core 24, Plan A. The advantage is that it requires no specialized knowledge of postsecondary entry requirements – all students are automatically enrolled; potentially maximizes opportunities – students are prepared for two- and four-year college entry, and workplace; and allows for individual student choice within parameters. The disadvantage is that it puts greater responsibility on student, parent, and school to elect a pathway tailored to a student's goals.

Public Comment

Una McAlinden
ArtsEd Washington

Listening to the MHSD presentation this morning, Ms. McAlinden defined the purpose of a diploma as “*the purpose of education is that students leave high school ready for their future.*” What we do know is that the abilities to imagine, create, and innovate will be essential and take kids a long way. She applauds the Board’s commitment to the arts as part of the complete education of every student and sees a strong theme in the discussion regarding personalized learning, which echoes the Washington Learns mandate. Ms. McAlinden asked the Board to consider some options to earn high school credits in the middle school years to boost the arts credit. She urged the Board to review the “Tough Choices for Tough Times” report as well as “Ten Lessons the Arts Teach,” which may assist them in their decision-making.

Kathleen Lopp
Washington Association for Career and Technical Education (WACTE)

Earlier today, the Governor signed the CTE bill, which will put Washington ahead of the curve. In eastern and southern states, there are schools that are career academies, where CTE is imbedded. CTE is part of education and should be considered a core. Ms. Lopp asked the Board to consider that CTE credit be required of our students.

Chris Carlson
Fred Hutchinson Cancer Research Center
Member of the Board Math and Science Panels

Math standards overlap with the science standards; however, the strand that is being left out is data analysis. Dr. Carlson asked the Board to pay particular attention to today’s science report to ensure there are crossover points. He also recommended extending science standards through the 12th grade.

Toni Pace, Principal
Mount Rainier High school

Ms. Pace is concerned with Core 24 Plan A, saying that there is a lack of world language as a requirement. Getting in to a four-year college without the language requirement is not possible. The student would have to go to community college to get the requirement. She is concerned that the Culminating Project be given a credit, but not be required as part of a class. This is disconcerting to her.

Theresa Britscgi
Seattle Biomedical Research Institute
Science Panel Member

She hopes that businesses feel involved in the partnership for the science standards. Recommendation #9 for science and technology having relevance to students is a wonderful recommendation that she is enthusiastic about. We want the teachers to feel supported and as the standards move forward there will hopefully be a strong partnership with businesses and we can continue to bring these worlds together to meet the standards.

Science Update: Standards Review

Mr. Jeff Vincent, Board Lead

Dr. Kathe Taylor, Policy Director

Mr. David Heil, President and Project Co-Director, David Heil & Associates

Dr. Rodger Bybee, Project Co-Director, David Heil & Associates

Ms. Kasey McCracken, Project Manager, David Heil & Associates

Performance on the science WASL will count as a graduation requirement beginning with the class of 2013. In 2006-07, only 36% of sophomores met standard on the science WASL and large groups of students performed substantially worse. Caucasian and Asian students have performed better on the science WASL than African American, Hispanic, and Native American students.

The recommendations presented are based on the analysis and findings of the Expert Review Panel, input from the Washington Science Advisory Panel, and the collective experience of the project team developing and implementing national- and state-level science standards. They are as follows:

1. Development of a new science standards document.
2. The new science standards should be a comprehensive K-12 document that sets high expectations for all students.
3. The science standards should create a vision for the science content, methods of science, and applications appropriate for all K-12 students in the state of Washington.
4. Implementation of the science standards should inform and guide decisions that will result in greater coherence across the full spectrum of the education system, from standards to curriculum development and selection of instructional materials, to professional development and assessment.
5. Simplify the organization and increase the clarity, specificity, and rigor of the Washington science standards document.
6. Strengthen the standards for inquiry in the state of Washington.
7. Improve the standards for science and technology.
8. Develop standards to address science in personal and social perspectives.
9. Reflect the balance and depth of content found in the National Science Education Standards.

The recommendations provide a foundation for the development of a set of science standards that set high expectations for all K-12 students in the state of Washington. For next steps, OSPI should examine parallel systems: standards revision, curriculum and professional development.

Nominee Comments

The nominees for the Executive Committee election were asked to comment on their interest in serving on the Committee.

The meeting was adjourned at 5:15 p.m. by Chair Ryan.

Thursday, March 27, 2008

Members Present: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Steve Dal Porto, Mr. Steve Floyd, Ms. Linda Lamb, Mr. Jeff Vincent, Dr. Sheila Fox, Mr. Jack Schuster, Dr. Kris Mayer, Ms. Amy Bragdon, Dr. Terry Bergeson, Ms. Phyllis Bunker Frank, Ms. Lorilyn Roller, Mr. Eric Liu

Members Absent: Dr. Bernal Baca (excused), Mr. Zac Kinman (excused)

Staff Present: Ms. Edie Harding, Dr. Evelyn Hawkins, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Brad Burnham, Ms. Ashley Harris

Meeting was called to order at 8:40 a.m. by Chair Ryan.

Strategic Planning Process

Ms. Mary Campbell, Consultant, Mary Campbell & Associates

The Board 2009-11 Strategic Plan is due to the Office of Financial Management by mid-June. Ms. Campbell was hired to assist the Board with the Plan, which will be created in the context of a vision and goals for the K-12 system as a whole.

2008 Regular Session of the 60th Legislature Summary

Mr. Brad Burnham, Policy and Legislative Specialist

The 2008 regular session adjourned March 13th. There was little additional money in the Supplemental Budget for policy enhancement so bills requiring new money did not make it through the process. Involvement for the Board ranges from receiving reports from new task forces to having additional responsibilities related to the revision of the math standards.

House Bill 3097 authorizes the Board to delegate responsibilities to the Executive Director. The Bill was sponsored by Representative Dave Quall and co-sponsored by Representative Don Barlow, Representative Glenn Anderson, and Representative Skip Priest. The Bill was signed by Governor Gregoire on March 14th. Under Senate Bill 6534, the Board will analyze the February 2008 version of OSPI's revised math standards. The Board will hold a public hearing and provide feedback and recommendations for implementation to OSPI by May 15th. The Board's deadline to review the math curricula is changed in 2SHB 2598. The deadline for OSPI to choose the curricula and the Board's review of the curricula will be tied to the adoption of the revised math standards. The Board is included in the process of developing statewide end-of-course assessments for high school math with the passage of ESHB 3166.

Announcement of Election Results of New Executive Committee

The New Executive Committee Members are as follows:

- Chair – Ms. Mary Jean Ryan
- Co-Chair – Mr. Warren Smith
- One-Year Liaison – Mr. Steve Floyd
- Two-Year Liaison – Mr. Jeff Vincent

Public Comment

Laura Bay, President

Washington State Parent Teacher Association (PTA)

The PTA encourages the work of accountability and asks that the Board consider including other stakeholders to participate in the work. Also make sure that there is stakeholder support for both the Meaningful High School Diploma and third math credit work. And, make sure supports are in place at buildings when the Board adds requirements. The PTA looks forward to working with the Board on these important issues.

Mack Armstrong

Washington Association of School Administrators (WASA)

WASA appreciates the opportunity to offer dialog during outreach meetings and looks forward to future participation. WASA members have many different opinions. They recognize that there is a struggle on how to get systems changed but are certain they will be sorted out. The Meaningful High School Diploma issues are just now coming to the forefront in the districts, and people are becoming aware that we really are talking about a diploma. Accountability is yet to hit the forefront. Mr. Armstrong is concerned with the Mass Insight contract and indicated that the WASA members need assurance that a support structure will be added and funding for “new behavior” expectations. WASA commends the Board for their work. If we’re all together in a systems approach we can make it happen.

Mike Bernard, Chair

Association of Washington Business (AWB)

The AWB expresses its strong support for the revision of WAC 180-51-061, implementing the third math credit. The proposal strikes an important balance between preparing students for higher education opportunities as well as emphasizing the foundational skills necessary for graduates who choose to enter into a trade, job skill training, or work experience. Their expectation is that the number of recent graduates enrolling in remedial math courses will drop dramatically after adoption and implementation of this requirement. The AWB urges the Board to ensure that the standards for Algebra II and its equivalent are rigorous and provide the focus necessary to ensure students are able to meet the entrance requirements for apprenticeship, trade, and higher education programs.

Business Items

System Performance Accountability Index

MOTION was made to accept the following recommendations:

1. AYP Status: use met, not met
2. Achievement and Improvement Status: include science WASL performance as well as the performance on the reading, writing, and mathematics WASL
3. Achievement Status: do not differentially weight the performance of low-income students compared to non-low income students
4. Achievement Status: use the single year WASL performance and extended graduation rate instead of the average of the two most current years.
5. Improvement Status: examine further issues

MOTION seconded

MOTION carried

Meaningful High School Diploma

MOTION made to have staff take today's proposed "Options for Life" 24 credit frameworks and develop several different pathways under this framework to illustrate what students can take.

Election of Executive Committee

MOTION was made to continue the two-year liaison position on the Executive Committee

MOTION seconded

MOTION carried

Approval of Contracts

MOTION was made to award Mass Insight Research Institute the contract to conduct the blueprint for State/Local Partnerships

MOTION seconded

MOTION carried

MOTION was made to award Northwest Regional Educational Laboratory the contract for the Policy Barriers to Student Achievement Study

MOTION seconded

MOTION carried

180-Day Waiver Requests

MOTION was made to approve the waiver requests from the 180-Day minimum requirement in RCW 28A.150.220 for the 26 school districts listed on page 184 of the March Board Agenda, for the number of days and years as indicated.

MOTION seconded

MOTION carried

Science

Mr. Vincent asked the Board to approve moving forward with a Science Action Plan. The standards are progressing but there are things that need to be improved. The Board approved to move forward.

Black Education Strategy Roundtable

Dr. Thelma Jackson, President, Washington Alliance of Black School Educators (WABSE)

Dr. James Smith, Adjunct Professor, City University

Dr. Mona Bailey, Sr. Associate, Institute for Educational Inquiry

The Black Education Strategy Roundtable is an informal advisory group convened by the Commission on African American Affairs. The goal of the group is to participate in, and respond to the Washington Learns process and to advocate for new policies and programs to improve educational attainment among Black learners at all levels of education in Washington State.

The vision of the Roundtable is to work hard, together to make our students successful. The four goals of the Roundtable include:

1. A statewide strategic plan to close the racial opportunity and achievement gap so that all students in the P-20 education system can meet state standards by 2014.

2. A public/private partnership to fund and operate local family engagement and empowerment activities and/or capacity building institutes that equip parents, family, and guardians to be effective first teachers and education advocates for their children.
3. A public/private partnership to fund and operate more community-based, supplemental education for Black youth in math and reading, including before and after school tutoring, Saturday schools, and summer academies.
4. A statewide school funding and policy package that increases funding for schools and fundamentally redesigns the school day, week, year, classroom setting, curriculum, and pedagogy practices around the needs and learning styles of students who are not meeting state standards.

The panel expressed concern that African-American students have unequal opportunities for their education. As a community the Roundtable is coming together to say “we’re out of time.”

The Roundtable is a proactive organization and to that end they needed to educate themselves on the educational issues by partnering with the community, educational community, some state agencies, and others who participate in educating our students. SHB 2722 addresses the achievement gap for African-American students. The approval of the Bill was through the efforts of the Roundtable, as well as other supporters with whom they partnered. The Bill passed on February 13, 2008 and as Dr. Jackson commented – “now the real work begins.” On March 10th, an article was printed in the Seattle Times regarding the Bill which states “*The thinking about these educational disparities needs to shift from ad hoc school-district approaches to a state wide strategy.*”

A draft plan will be implemented to work with the school districts where buildings are not being used or schools that are available for Saturday school and summer academies. Committees are being formed to focus on outreach and partnering with the Board and other education stakeholders.

The meeting was adjourned at 3:50 p.m. by Chair Ryan